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| LEARNING OBJECTIVES |  |

* Describe the two key characteristics of collaboration.
* Describe three criteria for successful collaboration.
* Explain the four primary purposes of collaboration.
* Describe the components and functions of a collaboration information system.
* Explain how to use collaboration tools to improve team communication.
* Explain how to use collaboration tools to share content.
* Describe how to use Office 365 for student projects.
* Discuss your ideas on how we will collaborate in 2022.

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| CHAPTER OUTLINE |  |

* What are the two key characteristics of collaboration?
* Importance of effective critical feedback
* Guidelines for giving and receiving critical feedback
* Warning!
* What are three criteria for successful collaboration?
* Successful outcome
* Growth in team capability
* Meaningful and satisfying experience
* What are the four primary purposes of collaboration?
* Becoming informed
* Decision making
* Problem solving
* Project management
* What are the components and functions of a collaboration information system?
* The five collaboration system components
* Primary functions: communication and content sharing
* How can you use collaboration tools to improve team communication?
* How can you use collaboration tools to share content?
* Shared content with no control
* Shared content with version management
* Shared content with version control
* How can you use Office 365 for student projects?
* Microsoft Lync
* SharePoint Online
* Alerts and presence with Exchange
* Office Web Apps and Office 2010
* Learning more
* 2022?

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| Using MIS InClass 2 |  |

## Get a Job! Get a Good Job!

1. *Search the Internet for these job titles and others you find that seem to be related to them. Determine the kinds of tasks and activities that each of these job titles performs.*

Here is a sample listing of job responsibilities for a systems analyst:

* Collect information to analyze and evaluate existing or proposed systems.
* Research, plan, install, configure, troubleshoot, maintain and upgrade operating systems.
* Research, plan, install, configure, troubleshoot, maintain and upgrade hardware and software interfaces with the operating system.
* Analyze and evaluate present or proposed business procedures or problems to define data processing needs.
* Prepare detailed flow charts and diagrams outlining systems capabilities and processes.
* Research and recommend hardware and software development, purchase, and use.
* Troubleshoot and resolve hardware, software, and connectivity problems, including user access and component configuration.
* Select among authorized procedures and seek assistance when guidelines are inadequate, significant deviations are proposed, or when unanticipated problems arise.
* Record and maintain hardware and software inventories, site and/or server licensing, and user access and security.
* Install, configure, and upgrade desktop hardware and peripherals to include; network cards, printers, modems, mice and add-in boards.
* Work as a team member with other technical staff, such as networking to ensure connectivity and compatibility between systems.
* Write and maintain system documentation.
* Conduct technical research on system upgrades to determine feasibility, cost, time required, and compatibility with current system.
* Maintain confidentiality with regard to the information being processed, stored or accessed by the network.
* Document system problems and resolutions for future reference.

Job responsibilities for business analysts are less well defined. In the world of information technology, the business analyst will analyze the organization’s business model to determine how it integrates with technology. The idea is to determine the organization’s business needs or objectives, and then improve the effectiveness of IT in meeting those needs/objectives. Some of the recommended skills for the business analyst include:

* Experience preparing business requirements, working with use cases, business process modeling or data modeling, or preparing use-case or sequence diagrams.
* Project management skills and/or certification
* Knowledge and experience in a particular industry
* Analytical, problem-solving and critical thinking skills
* Technical understanding of system being analyzed and how it affects the various business units
* Good at handling and meeting deadlines
* Multi-tasking skills and the ability to balance multiple priorities and keep up with project scope changes
* Able to work well with both internal and external clients
* Good presentation skills, and ability to communicate with various audiences, including end users, managers, and members of the IT team
* Self-starter with leadership skills in order to take charge of or facilitate requirement-gathering sessions
* Strong attention to detail organizational skills
* Quick learner who is easily able to learn new products, systems, applications and technologies

By comparing these two lists, you can see the systems analyst has much more focus on the HW/SW side of the five-component model, while the business analyst is more involved in the people/procedure side of the model.

1. *Report your findings to the rest of the class. Listen carefully to other groups’ reports. If you disagree, provide constructive critical feedback.*

No answer required; a task to be performed by the student.

1. *Using what you found and what other groups report, list three job titles that the members of your group find most appealing as possible careers. Provide feedback and iterate as you make this list. Consider how you can assess whether or not you would be good at those jobs. Prepare an explanation of your logic for choosing these three.*

No answer required; a task to be performed by the students.

1. *Report your findings in item 3 to the rest of the class. Listen carefully to other groups’ reports. If you disagree, provide constructive critical feedback.*

No answer required; a task to be performed by the students.

1. *Based on what you have heard, adjust your list, if necessary.*

No answer required; a task to be performed by the students.

1. *For each of the three job titles in your list, search the Internet and use your own knowledge and intuition to determine the skills needed to perform these jobs.*

No answer required; a task to be performed by the students.

1. *Read the Thomas Friedman article at: http://www.nytimes.com/2011/07/13/opinion/13friedman.html?\_r=1. When Friedman quotes Hoffman “professionals need an entirely new mind-set and skill set to compete” what does he mean?*

The point of this article is that today, professionals must be prepared for a career environment that will be changing, evolving, and unpredictable. Employees must become highly adaptable, monitoring the environment for signals of new opportunities, and continuing to build skills that will allow them to add value to their employers.

1. *For each of the skills you listed in item 6, considering the guidance provided in the link in item 7, describe classes to take and experiences that you can have as a student to prepare.*

No answer required; a task to be performed by the students.

1. *Report your findings in item 7 to the rest of the class.*

No answer required; a task to be performed by the students.

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| USING YOUR KNOWLEDGE |  |

1. *Reread 2022 in question Q8. Do you agree with the conclusions? Why or why not? If F2F meetings become rare, what additional impacts do you see on the travel industry? In light of this change, describe travel industry investments that make sense and those that do not. What are promising investments in training? What are promising investments in other industries?*

Because this question is primarily an opinion question, student responses will vary. Some students may agree that technology that supports communication and collaboration will result in very few face-to-face business meetings in 2022 and beyond. Others may believe that there will always be a role for face-to-face meetings in business, and that technology is a poor substitute. For those students who are skeptical, point out that as people become more comfortable and adept at using the technology, and as that technology improves, technology-based collaboration will become more natural and productive.

Further reductions in business travel will hurt the already struggling airline industry. If travel shifts to being primarily recreation-oriented, then recreation-oriented destinations will benefit. Investments that create and/or enhance recreational destinations (theme parks, water parks, casinos, entertainment venues, along with amenities like hotels, restaurants, car rentals, etc.) will make sense.

Investments in training that make sense would be (1) training to be an effective user of the collaboration technology, and (2) just about any computer-based training, especially that which includes video. Investing in bricks-and-mortar training centers does not make sense.

Students are likely to think of many different industries that might be promising investments in the future. One thing to think about is when virtual meetings become the natural way of meeting; many people can essentially live anywhere they choose. Communities with desirable locations (near a beach, for example), should invest in a telecomm capability so that residents can easily get connected to their business meetings. In addition, innovative rural communities should consider developing their telecomm capabilities so that people who are attracted to that way of life can still engage in business activities with offices in metropolitan areas.

1. *This exercise requires you to experiment with Google Docs. You will need two Google accounts to complete this exercise. If you have two different email addresses, then set up two Google accounts using those addresses. Otherwise, use your school email address and set up a Google Gmail account. A Gmail account will automatically give you a Google account.*

*a. Using Microsoft Word, write a memo to yourself. In the memo, explain the nature of the communication collaboration driver. Go to* [*http://docs.google.com*](http://docs.google.com/) *and sign in with one of your Google accounts. Upload your memo using Google Docs & Spreadsheets. Save your uploaded document and share your document with the email in your second Google account. Sign out of your first Google account.*

*(If you have access to two computers situated close to each other, use both of them for this exercise. You will see more of the Google Docs & Spreadsheets functionality by using two computers. If you have two computers, do not sign out of your Google account. Perform step b and all actions for the second account on that second computer. If you are using two computers, ignore the instructions to sign out of the Google accounts in the following steps.)*

No answer required; a task to be performed by the student.

*b. Open a new window in your browser. Access* [*http://docs.google.com*](http://docs.google.com) *from that second window and sign in using your second Google account. Open the document that you shared in step a.*

No answer required; a task to be performed by the student.

*c. Change the memo by adding a brief description of content management. Save the document from your second account. If you are using just one computer, sign out from your second account.*

No answer required; a task to be performed by the student.

*d. Sign in on your first account. Open the most recent version of the memo and add a description of the workflow control communication driver. Save the document. (If you are using two computers, notice how Google warns you that another user is editing the document at the same time. Click* Refresh *to see what happens.) If you are using just one computer, sign out from your first account.*

No answer required; a task to be performed by the student.

*e. Sign in on your second account. Re-open the shared document. From the* File *menu, save the document as a Word document. Describe how Google processed the changes to your document.*

No answer required; a task to be performed by the student.

1. *This exercise requires you to experiment with Windows Live SkyDrive. You will need two Office Live IDs to complete this exercise. The easiest way to do it is to work with a classmate. If that is not possible, set up two Office Live accounts, using two different Hotmail addresses.*

*a. Go to* [*www.skydrive.com*](http://www.skydrive.com) *and sign in with one of your accounts. Create a memo about collaboration tools using the Word Web App. Save your memo. Share your document with the email in your second Office Live account. Sign out of your first account.*

*(If you have access to two computers situated close to each other, use both of them for this exercise. If you have two computers, do not sign out of your Office Live account. Perform step b and all actions for the second account on that second computer. If you are using two computers, ignore the instructions in the following steps to sign out of the Office Live accounts.)*

No answer required; a task to be performed by the student.

*b. Open a new window in your browser. Access* [*www.skydrive.com*](http://www.skydrive.com) *from that second window and sign in using your second Office Live account. Open the document that you shared in step a.*

No answer required; a task to be performed by the student.

*c. Change the memo by adding a brief description of content management. Do not save the document yet. If you are using just one computer, sign out from your second account.*

No answer required; a task to be performed by the student.

*d. Sign in on your first account. Attempt to open the memo and note what occurs. Sign out of your first account and sign back in with your second account. Save the document. Now, sign out of your second account and sign back in with the first account. Now attempt to open the memo. (If you are using two computers, perform these same actions on the two different computers.)*

No answer required; a task to be performed by the student.

*e. Sign in on your second account. Re-open the shared document. From the File menu save the document as a Word Document. Describe how SkyDrive processed the changes to your document.*

No answer required; a task to be performed by the student.

1. *If you have access to Office 365, Lync, and SharePoint, go to* [www.pearsonhighered.com/kroenke](http://www.pearsonhighered.com/kroenke) *and find the file Chapter 2 Office 365 Exercises. Perform the exercises shown there.*

No answer required; a task to be performed by the student.

1. *Reflect on your experience working on teams in previous classes as well as on collaborative teams in other settings, such as a campus committee. To what extent was your team collaborative? Did it involve feedback and iteration? If so, how? How did you use collaborative information systems, if at all? If you did not use collaborative information systems, describe how you think such systems might have improved your work methods and results. If you did use collaborative information systems, explain how you could improve on that use, given the knowledge you have gained from this chapter.*

Student responses will vary depending on their specific prior experiences with collaborative teams and collaborative information systems. In your discussion, emphasize the value of feedback and iteration to teams, but also emphasize that the team members must have the skills to accept critiques, criticism, and revisions of their work. In some student teams, the focus is strictly on fulfilling a requirement and not necessarily producing the highest quality work product possible through the collaborative efforts of the team members.

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| COLLABORATION EXERCISE 2 |  |

*With a team of your fellow students, develop an answer to the following four questions. Use Google Docs, Google +, Windows Live SkyDrive, Office 365, or some other collaboration system to conduct your meetings.*

*a. What is collaboration? Reread Q1 in this chapter, but do not confine yourselves to that discussion. Consider your own experience working in collaborative teams, and search the Web to identify other ideas about collaboration. Dave Pollard, one of the authors of the survey that Figure 2-1 is based on, is a font of ideas on collaboration.*

Student answers will vary. Their ideas on collaboration should focus on people working together to achieve a common goal, result, or work product. Feedback and iteration is involved so that the results of the collaborative effort are greater than could be produced by any of the individuals working alone.

*b. What characteristics make for an effective team member? Review the survey of effective collaboration skills in Figure 2-1 and the guidelines for giving and receiving critical feedback and discuss them as a group. Do you agree with them? What skills or feedback techniques would you add to this list? What conclusions can you, as a team, take from this survey? Would you change the rankings in Figure 2-1?*

Student answers will vary, depending on their team experiences.

*c. What would you do with an ineffective team member? Define an* ineffectiveteammember*. Specify five or so characteristics of an ineffective team member. If your group has such a member, what action do you as a group, believe should be taken?*

Student answers will vary. The characteristics of an ineffective team member will include lack of interest and commitment, unwilling to give or take criticism, unwilling to listen, indifference. Students are typically not too tolerant of ineffective team members, but are not always willing to boot them off the team, preferring instead to just work around them.

*d. How do you know if you are collaborating well? When working with a group, how do you know whether you are working well or poorly? Specify five or so characteristics that indicate collaborative success. How can you measure those characteristics?*

Student answers will vary. Characteristics of collaborative success center on the output of the group being superior to the output that could have been created by an individual working alone, including such things as being more productive, more creative, and generating more and better ideas.

*Deliver your answers to these four questions to your instructor in the format required—on paper, as a SharePoint site, or some other innovative format.*

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| CASE STUDY 2 |  |

## Eating Our Own Dog Food

1. *In your own words, define dogfooding. Do you think dogfooding is likely to predict product success? Why or why not? When would dogfooding not predict product success?*

The term is used to describe an organization that utilizes its own products in its day to day business operations. A company that demonstrates commitment to its own products by using them exclusively should gain useful insight into the products’ actual performance in realistic settings. Assuming those insights are used to improve the product, then it seems likely the product has an increased likelihood of success. If the use of the product is mandated but is done only for appearance (e.g., a car dealer that requires its salespeople to drive only the car brands sold by the dealership), then dogfooding probably does not predict product success.

1. *Explain how this team uses the shared whiteboard to generate minutes. What are the advantages of this technique?*

The whiteboard was used by the meeting participants to list the initial agenda, create new task lists, and indicate task completion. Once the whiteboard contents were saved, there was no forgetting of the topics discussed, completed, or planned (a common occurrence in meetings when note taking is absent or spotty). All the accomplishments and plans from the meeting were recorded on the whiteboard and saved as a resource for the team.

1. *Explain how this team uses alerts. Summarize the advantages to this team of using alerts.*

Alerts were established so that when a task was added to the task list and assigned to team member, that member received an email notifying him/her of the task. This way the alert brought the new task to the attention of the right person in a timely way.

1. *Summarize the advantages to this team of using Lync.*

Lync is used to enable the team members to communicate collaboratively. Lync allows team members to use email, instant messaging, and audio / video calls. Color coding is used to indicate team member availability. Team members can also share their desktops, share programs, and see and contribute to a shared whiteboard. Teams can also utilize surveys and polls and conduct webinars with Lync, but this probably was not needed in this context.

1. *Summarize the advantages to this team of using SharePoint.*

SharePoint is a powerful tool for content sharing. SharePoint enabled this team to keep track of many documents that were evolving through a series of edit/review cycles, keep track of many tasks; and communicate effectively despite being geographically dispersed. As a result, the team was able to complete work on a big project efficiently and effectively without the expense and hassle of traveling.

1. *Explain how you think Office 365 contributes to the efficiency of the development team. How might it contribute to the quality of this text?*

The most important contributions of Office 365 to the efficiency of the textbook development team is the improvement in communication amongst the team and the control of the textbook content as it is being created and reviewed in preparation for publishing. Because of these capabilities, we can expect that the textbook is of higher quality. More edit/review cycles can be completed, so the textbook content is more refined. In addition, more current content can be incorporated into the textbook because the edit/review cycles do not take as much time as in the past.

1. *Which aspects of Office 365 described here could have value to you when accomplishing student team projects? Explain why they add value compared to what you are currently doing.*

Student answers will vary. Students will probably find the text chat, audio and videoconferencing, online content sharing, content management and control, discussion forums, wikis, blogs, email, and concurrent document editing to be useful for student projects. Compared to traditional student group processes, there should be more meaningful participation by group members, less confusion about the status of the project, more satisfaction with the group process, higher quality group product, and more satisfaction with the group product.